

Sir James Knott Nursery School



Spiritual, Moral, Social and Cultural (SMSC) Policy

“Resilient, reflective, respectful”

Certified as reviewed and approved by the Curriculum and Safeguarding Committee:	23rd May 2022
Adoption by Full Governing Body:	11th July 2022
Designated member of staff's responsibility:	Mr Croft- Headteacher
Next review date:	September 2024 or earlier if new guidance becomes available



Spiritual, Moral, Social and Cultural Provision (SMSC) Policy

Rationale

At Sir James Knott Nursery School we recognise that the personal development of children, spiritually, morally and culturally, play a significant part in their ability to learn and achieve. It permeates all aspects of the curriculum, supports all areas of learning and contributes to our children's motivation to learn. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures.

It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. We believe that our SMSC development contributes towards the individual appreciation of life's experiences and their relationships with others in communities around us.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where children can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Children should learn to differentiate between right and wrong in as far as their actions and how this affects other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

Sir James Knott Nursery School SMSC Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage children to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyle. Planning shows opportunities for SMSC to be developed across curriculum areas.

Through classroom, circle time and key worker discussions we will give the children opportunities to:

- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.(for Ofsted definitions see appendix 1)
- Develop self-esteem and a respect for others
- Show empathy
- Consider the needs and behaviour of others
- Explore relationships with friends/family/others
- Express and clarify their own ideas and beliefs
- Talk about personal experiences and feelings
- Share their achievements and successes with others
- Speak about difficult events.

Many curriculum areas provide opportunities to:

- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Listen and talk to each other
- Take turns and share resources
- Experiencing good role models
- Work co-operatively and collaboratively.

Practical opportunities and experiences to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging teamwork in outdoor learning, movement sessions and games
- Encouraging the children to behave appropriately within the school community
- Taking responsibility e.g. pupil voice, class monitors, delivering messages and looking after the younger peers in the class
- Participation in a variety of different educational visits
- Participation in live performances
- Meeting people from different cultures and countries
- Showing appreciation of the performances of other children regardless of ability

- Hearing music from different cultures and genres
- Exploring literature and art from different cultures
- Opportunities to taste and explore food from other cultures/ countries
- Opportunities to explore different types of music and learn songs from different cultures.

Links with the wider community

- Visitors are welcomed into our school
- Opportunities for visits are planned to support curriculum activities
- The school will support the work of a variety of charities e.g. red nose day, children in need, etc
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support every child.
- Children will be taught to appreciate their local environment and to develop a sense of responsibility to it
- Liaison with local primary schools to support the transition from nursery to reception.
- Links with the church are fostered through our links with the local Vicar and through visits from the Vicar to school and also hosting various events at the Church e.g. Nativity.

Spiritual Development

As a school we aim to provide learning opportunities that will enable children to:

- Sustain their self-esteem in their learning experiences
- Develop their capacity for critical and independent thought
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Foster their emotional life and express their feelings
- Form and maintain worthwhile and satisfying relationships
- Value others spiritual beliefs
- Reflect on, consider and celebrate the wonders and mysteries of life.

Planned opportunities for spiritual development in all curriculum areas can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. The school will develop a climate and ethos within which pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when exercising empathy or creativity, listening to different genres of music, during key worker group time etc.

Moral Development

As a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong

- Show respect for the environment
- Make informed and independent judgements
- Understand the consequences of actions

Teaching and learning staff always generate with their classes a set of expectations for the classroom based on the values held by school, which are displayed in each classroom. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through circle time, key worker time and PSHE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, happy notes, reward cards and any other means that highlight both academic and social achievements (please refer to our Relationship Policy).

Social Development

As a school we aim to promote opportunities that will enable children to:

- Develop an understanding of their individual and group identity
- Learn about their role in the school and wider community

We recognise that children who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by demonstrating appropriate and sensitive behaviour
- Understand how individuals relate to each other
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society

Cultural Development

As a school we aim to promote opportunities that will enable children to:

- Recognise the value and richness of cultural diversity in Britain and how these influence individuals and society
- Develop an understanding of their social and cultural environment
- Develop and strengthening the cultural interests of children
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions at an age appropriate level
- Expose children to a breadth of stimuli in order to allow them to develop new interests

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, physical education, art and many other curriculum areas; prime and specific areas of learning. This is shown in our calendar of events, project based termly planning and weekly planning.

Cultural Capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

Within the Ofsted School Inspection Handbook April 2022 they define Cultural Capital as equipping children with the knowledge and cultural capital they need to succeed in life.

'It is the essential knowledge that children need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'.

For further information please refer to the Ealy Years Foundation Stage Policy and Curriculum Design document.

Monitoring and Evaluation

It is the responsibility of the Headteacher and Governors to monitor and evaluate the provision of SMSC throughout the school.

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by SLT and Governors
- Regular discussion at SLT, staff and Governors meetings
- Audit of policies and planning
- Sharing of classroom work and practice
- Collation of evidence in pupils work in school portfolio
- Regular inclusion on SDP, SIP visits.

Appendix 1- Ofsted definitions for SMSC

Inspectors will evaluate the effectiveness of the school's provision for pupils spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school activities, but draws together many of the areas covered by the personal development judgement.

Provision for the **spiritual development** of pupils includes developing their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Provision for the **moral development** of pupils includes developing their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Provision for the **social development** of pupils includes developing their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Provision for the **cultural development** of pupils includes developing their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

(Ofsted School inspection handbook, April 2022 252-256)